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ABSTRACT

This paper describes the development, utility, and validity of the Situational Self-statement and Affective State Inventory (SSASI), a research inventory designed to assess cognitions and affects across a variety of five hypothetical situations. Each situation describes a realistic incident involving interpersonal conflict, principally criticism or rejection by another person. Self-statements and affective state descriptors listed for each situation are categorized as angry, anxious, suspicious, depressed, and rational. The validation of the inventory on an undergraduate population is described, as is its utilization to examine the correlational relationship between self-statements and affective states. The SSASI is viewed as suitable for examining relationships between self-statements, affects, and behavioral criterion variables: it would be of interest to investigators developing cognitive assessment inventories for clinical applications. Appendices contain both actor and observer versions of the SSASI and their accompanying directions for administration. (Author/NRB)

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The Situational Self-statement and Affective State Inventory: A Research Scale To Assess Cognitions and Affects

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Running Head: Self-statements Inventory

The Situational Self-statement and Affective State Inventory: A Research Scale To Assess Cognitions and Affects

The Situational Self-statement and Affective State Inventory (SSASI) is a research inventory designed to assess cognitions and affects across a variety of hypothetical situations involving interpersonal conflict. Currently, the inventory has been utilized to examine individuals' ability to affectively categorize self-statements and the correlational relationship between self-statements and affects in specific situations (La Pointe & Harrell, 1978), the generalized covariational relationship between self-statements and affective states and the mediating effects of cross-situational consistency in the use of self-statements (Harrell, Chambless, & Calhoun, Note 1), and the cognitive-affective relationship with respect to standardized measures of psychopathology and dysphoric affective states (Harrell, Chambless, & Calhoun, Note 1).

However, these investigations have been limited to a small group of investigators utilizing nonclinical student populations. Accordingly, the purpose of this report is to extend the availability of the SSASI to other mediational investigators and to increase the contribution of experimental applications of the inventory, especially with clinical populations. Additionally, it is anticipated that the inventory will be of interest to investigators developing cognitive assessment inventories for clinical applications such as assessment and treatment evaluation.

Description of the Inventory

Actor Version

The research inventory consists of five hypothetical situations. Each situation describes a realistic incident designed to elicit a spectrum of cognitive and affective responses. All situations contain an element of interpersonal conflict, principally criticism or rejection by another person.

Following each situation, five sets of self-statements (SSs) and five sets of affective state descriptors (ASDs) are listed. Conceptually, both the SSs and ASDs are categorized within the clinically relevant affective categories of anger, anxiety, suspiciousness, depression, and rationality. In each situation, one set of SSs and one set of ASDs correspond to each of the affective categories. Thus, all five categories are represented by a separate set of SSs and ASDs within each situation.

The sets of SSs are defined in the following manner:

1. Angry SSs--statements which express indignation or resentment toward others;
2. Anxious SSs--statements which express personal distress and anticipated social disapproval;
3. Suspicious SSs--statements which express distrust of the motives of others;
4. Depressed SSs--statements which express lack of competence and personal failure;
5. Rational SSs--statements which express a realistic, nondistorted evaluation of events.

All SSs have been carefully constructed to avoid reference to affect in any manner. Each set of SSs contains an evaluative component as well as a statement of behavioral expectancy and/or intention. This construction is intended to most accurately represent the naturally occurring composition of SSs in real life situations. Thus, angry, anxious, suspicious, and depressed SSs are more generally characterized by cognitive errors in evaluation of self and/or the situation as well as maladaptive, noncoping behavioral expectancies/intentions. Rational SSs are characterized by a realistic, nondistorted evaluation of self and/or the incident and a positive, adaptive behavioral expectancy or plan.

While each set of SSs is phrased to be specific to the situation which it follows, all five sets of ASDs are standardized across the situations. Each set of ASDs contains three descriptive terms which represented qualitative or quantitative degrees of the affective category.

Participants respond to the SSs and ASDs by rating how characteristic or descriptive each SS and ASD is of them. The rating scale is a five position response scale which ranges from 1 (quite uncharacteristic or nondescriptive of me) to 5 (quite characteristic or descriptive of me).

Between the listing of SSs and ASDs, two validity questions are presented which ask if the situation seemed realistic and if participants have responded on the questionnaire as they would have if the situation had occurred in real life. A copy of the inventory and directions for it's completion are included in Appendix A.

The research inventory is an abbreviated and revised version of an inventory developed and utilized by LaPointe and Harrell (1978). In that study, congruence between the experimenters and participants conceptual classification of SSs into affective categories was determined. Level of agreement between participant and experimenter categorization was greater than 70% for 60 of the 99 sets of SS included in the initial inventory. These results indicated that research participants could reliably classify SSs into affective categories selected by the experimenters. All sets of SSs included in the present inventory demonstrated greater than 70% agreement in the LaPointe and Harrell study.

The format of the questionnaire and the procedures for its completion were designed to be substantially analogous to a cognitive therapy homework assignment or treatment session in which the client specifies the self-statements and affects experienced in a specific incident. Thus, the data obtained from the inventory approximates self-reports of self-statements and affects obtained in clinical evaluation and treatment contexts. A copy of the inventory and directions for its completion are included in Appendix A.

Observer Version

In completing the research inventory, participants are asked to place themselves into the situations and to respond to the questions as if they had actually participated in the situations. In order to further examine the basis on which participants responded to this format, an observer version of the inventory was developed. In this version, participants are asked to consider the situations as if they were happening to another person, and to answer the questions on the basis of how they believe most other people would

have responded to the situations. The main character in each situation and the questions which followed the situations were revised accordingly. The actual content of the situations and the sets of SSs and ASDs were unaltered. A copy of the observer version of the inventory and directions for its completion are included in Appendix B.

Analytic Considerations

For each participant, a single characteristicness rating for each SS and ASD may be constructed by averaging the ratings of the corresponding sets of SSs and the ratings of the corresponding sets of ASDs across the five situations of the research inventory. The procedure results in ten averaged ratings for each participant, summarizing the cross-situational sample of SSs and ASDs. The summarization increases the representativeness of the data and simplifies statistical analyses. Alternatively, the ratings may be examined on an individual basis and correlated across the five situations (see LaPointe & Harrell, 1978).

Validity of the Inventory

Support for the validity of the research inventory was obtained by Harrell et al. (Note 1). Of the 224 participants in that study who responded to the actor version of the inventory only 10 indicated the situations were not realistic and that they had not responded as they would have if the situations had occurred in real life.

The high percentage of participants who indicated the situations were realistic and that they had responded as they would have in real life indicated participants perceived the test situations as relevant samples of problematic interpersonal situations and their test responses as valid measures of their cognitive and affective responses in natural settings.

Of the 212 participants who responded to the observer version of the inventory, 12 indicated the situations were not realistic and that they had not responded as they believed most other people would have responded in the situation.

It should, however, be noted that the correlational relationships between specific cognitions and affective states obtained from participants who completed the research inventory and those who completed the observer inventory were highly similar. This finding was interpreted as indicating that the participants examined their own cognitions and affects and responded to both inventories on that basis, projecting their own cognitions and emotions onto others in the observer version of the inventory.

Three considerations supported this interpretation. First, Ross (1977) has demonstrated that the projective phenomenon is a valid one, which merits consideration as an explanation of results obtained in observer situations. Second, the nature of the behaviors measured by the inventory lend themselves to a projective interpretation. It seems unlikely that people possess a representative or normative knowledge of the thoughts and feelings of others in specific situations, as these are covert, private behaviors which are not readily discernible through observation and are not typically shared except in intimate relationships. Therefore, it would not be unexpected if people resorted to an examination of their own cognitions and affects when asked to report on the cognitive and emotional responses of others. Finally, in the

Harrell et al. (Note 1) study, 42 of the 200 participants who completed the observer inventory verbally indicated to the experimenter during the debriefing session that they had relied upon their own thoughts and feelings in completing the inventory. Thus, 21% of the participants stated that they had in fact projected their own self-statements and affects onto others in the situations comprising the observer inventory. Thus, further specification of the nature and utility of the observer version of the inventory is needed.

Utility of the Inventory

The emerging importance of cognitive assessment has recently been emphasized by Kendall and Korgeski (1979), who note that self-statement inventories show promise of providing sound measurement of the relative importance of specific cognitions for affective states and behavior. The development of quantitative and qualitative measures of cognitive variables will be essential for validation of the theoretical bases of cognitive-behavioral therapies as well as for confirmation of the effectiveness of cognitive-behavioral intervention strategies.

The SASSI is an assessment instrument which allows quantitative measurement of both adaptive and maladaptive cognitions and affects. It is suitable for use with normal and clinical populations. Linked with specific behavioral measures, the instrument may be utilized for investigating the convergent and discriminant validity of the role of cognitive and affective variables in clinical disorders.

Reference Note

1. Harrell, T. H., Chambless, D. L., & Calhoun, J. F. Correlational relationships between self-statements and affective states. Manuscript submitted for publication, 1979.

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Kendall, P. C. & Korgeski, G. P. Assessment and cognitive-behavioral interventions. Cognitive Therapy and Research, 1979, 3, 1-21.

LaPointe, K. A. & Harrell, T. H. Thoughts and feelings: Correlational relationships and cross-situational consistency. Cognitive Therapy and Research, 1978, 2, 311-322.

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Appendix A

Actor Version

Directions

The test booklet is divided into two parts. In Part I, you will find descriptions of five hypothetical situations. Please read each situation carefully, imagining yourself in the situation as vividly as possible. Following each situation, you will find a list of statements which are designed to reflect thoughts which you might be thinking if you were actually in that situation. After reading the situation indicate how characteristic or descriptive each of the statements is of you by using the answer code given below. When you have rated the thoughts, complete the next questions for the situation using the response options given with the question. After you have answered those questions, indicate how characteristic or descriptive each of the sets of feelings is of you in the situation, using the answer code given below.

Before beginning, please fill in your age and sex in the appropriate space on the IBM answer sheet. Do not put your name on the answer sheet, but code in the last four digits of your Social Security number in the first four spaces provided for identification number on the IBM sheet. These four digits will serve as your identification number for this experiment. All answers in Part I should be coded on the IBM answer sheet. The thoughts, questions, and feelings in each situation are numbered consecutively to correspond to the answer spaces on the IBM sheet. Please note that the IBM answer spaces are numbered across the page.

Remember, read each situation carefully and imagine yourself in the situation as vividly as possible. Be sure to rate all the thoughts and feelings and to answer all the questions.

Answer Code

5 Quite characteristic or descriptive of me

4 Characteristic or descriptive of me

3 Neither characteristic/descriptive nor uncharacteristic/nondescriptive of me

2 Uncharacteristic or nondescriptive of me

1 Quite uncharacteristic or nondescriptive of me

Tear off the direction sheet so that you can have the Answer Code in front of you as you rate the thoughts and feelings.

Situation 1

You have been working for a large company for three years and have received a raise in salary every six months in the first two years, but have yet to receive one this year. You believe that you have been doing good work and have received no criticism from your supervisor, who is usually pleasant. You decide to see your supervisor and request a raise. He is not sympathetic, notes that you seem to have trouble working at the level of efficiency of other employees, and turns down your request.

In this situation you would think:

1. Who does he think he is? I do my job as good as anybody else. He's never done anything for me! I just might quit!

2. Perhaps I have been slacking off lately. I guess it shows more than I thought. If I want a raise, I'll have to put more effort into my work.

3. I've really done a lousy job. I've let everybody down. My work just hasn't been any good. I don't think I can do any better.

4. Well, if I'm not getting a raise, I wonder who is! I bet that new fellow we just hired got one. I may see what I can find out about that.

5. Oh, no! What am I going to do? What if I lose my job! I don't know what will happen to me!

6. Did this situation seem realistic to you?

   (5) YES
   (1) NO

7. Did you respond on the questionnaire as you would have responded if the situation had occurred in real life?

   (5) YES
   (1) NO

In this situation you would feel:

8. irritated/resentful/angry

9. worried/nervous/anxious

10. suspicious/distrustful/wronged

11. concerned/determined/hopeful

12. dejected/depressed/helpless

Situation 2

You and your partner have been dating regularly for one year, but in the past two months you have been having frequent arguments over petty, unimportant matters. You attempt to discuss the problem with him/her but this only leads to more argument, with your partner finally becoming quite angry and leaving as she/he states "I'll see you around".

In this situation you would think:

13. That liar! I know she/he's been seeing someone else for weeks. Somehow I'll find out who it is.

14. No cares about me. All I do is make people mad. I'm no good for anyone. I'm not even much of a person. I should give up on dating relationships.

15. He/she's got a lot of nerve! Who does she/he think he/she is, anyway? I never could stand the way she/he picked on me about petty things. Wait till I see him/her again, am I going to tell her/him off!

16. What am I going to do now? I won't have a date this weekend. What will I tell my friends? I wonder if they'll think I don't know how to keep a steady?

17. I guess it really is difficult for two people to straighten things out sometimes. I hope when we see each other again we'll be able to talk without so much conflict.

18. Did this situation seem realistic to you?

    (5) YES
    (1) NO

19. Did you respond on the questionnaire as you would have responded if the situation had occurred in real life?

    (5) YES
    (1) NO

In this situation you would feel:

20. dejected/depressed/helpless

21. concerned/determined/hopeful

22. worried/nervous/anxious

23. irritated/resentful/angry

24. suspicious/distrustful/wronged

Situation 3

You have entered one of your paintings in an art contest. Your artistic abilities have been developing for some time and you have put a lot of time and effort into this piece. Further, if you should win a 1st or 2nd prize in the contest, then you will be invited to have a showing of your other works. After the judging, you find that your painting has not even received an honorable mention.

In this situation you would think:

25. I'm no artist. I thought I could paint but I can't. I can't even win a little local contest. I'll never amount to anything in art.

26. Not even a mention! They have some nerve - after all the work I did. They don't know a good painting when they see one. See if I enter their dumb show again!

27. I wonder why those other people won? What did they have? I bet they are friends of the judges. People should be told about the favoritism that's going on here.

28. I wish I had done better, but the competition was really stiff. I still think my work is good and with a little more persistence, I will do better in the next contest.

29. I never should have shown my painting. I've made such a foool of myself! Why did I have to go and enter the contest? How can I show my face around these people again?

30. Did this situation seem realistic to you?

    (5) YES
    (1) NO

31. Did you respond on the questionnaire as you would have responded if the situation had occurred in real life?

    (5) YES
    (1) NO

In this situation you would feel:

32. suspicious/distrustful/wronged

33. concerned/determined/hopeful

34. worried/nervous/anxious

35. irritated/resentful/angry

36. dejected/depressed/helpless

Situation 4

You have volunteered to serve on a community committee interested in developing local recreation programs. This is your first attempt to get involved in community activities and you are looking forward to meeting and working with the other members. During the week, you receive a call from the chairperson of the committee who tells you that the committee as it now stands is too large for effective discussion, and that although they appreciate your interest, asks that you not serve on the committee.

In this situation you would think:

37. Well, they've got a lot of nerve! I went out of my way to help out their committee. I'll think twice before I volunteer for anything again!

38. The committee isn't that large; I don't think that's the real reason. I bet they heard something about me and just didn't want me around. I'm going to keep an ear out for what they're saying about me.

39. I think it's a good idea to limit the committee to an effective size. Maybe I'll call them back and see if there is another committee that might need more members.

40. They really didn't want me on the committee. I don't fit in here. I shouldn't have volunteered in the first place. Why keep on trying, I don't have anything to contribute?

41. I don't know how I'm going to become part of this community. I've been left out again! They'll never accept me and I'll never have any friends here!

42. Did this situation seem realistic to you?

    (5) YES
    (1) NO

43. Did you respond on the questionnaire as you would have responded if the situation had occurred in real life?

    (5) YES
    (1) NO

In this situation you would feel:

44. concerned/determined/hopeful

45. worried/nervous/anxious

46. suspicious/distrustful/wronged

47. irritated/resentful/angry

48. dejected/depressed/helpless

Situation 5

Your spouse is having some difficulties getting along with his/her boss at work. She/he comes home each day and explains it all to you and asks for suggestions about what to do. You aren't in the situation and don't know what to suggest. Your spouse says that you just don't care and that you are unable to understand the difficulties he/she is faced with.

In this situation you would think:

49. Maybe I haven't taken his/her concerns seriously enough. We need to talk about this some more and I'll try to understand the situation and make some suggestions.

50. What am I going to do! She/he could lose this job and everything. We really need the money, I've got to think of something!

51. Am I supposed to solve everything? If he/she had any initiative she/he would take care of these things and not hassle me with them. I'm not going to listen to this anymore!

52. All I do is let her/him down. I never seem to be able to help. I can't be a good spouse to him/her. I can't seem to do anything for anyone.

53. Always complaining! I wonder what she/he's been doing all the time he/she's supposed to be working? I'll have to think of a way to check up on what's going on down there.

54. Did this situation seem realistic to you?

    (5) YES
    (1) NO

55. Did you respond on the questionnaire as you would have responded if the situation had occurred in real life?

    (5) YES
    (1) NO

In this situation you would feel:

56. worried/nervous/anxious

57. dejected/depressed/helpless

58. irritated/resentful/angry

59. suspicious/distrustful/wronged

60. concerned/determined/hopeful

Appendix B

Observer Version

Directions

On the following pages you will find descriptions of five hypothetical situations. Please read each situation carefully, imagining the situation as vividly as possible. Following each situation, you will find a list of thoughts which are designed to reflect the thoughts that most other people might be thinking in that situation. After reading the situation, indicate how characteristic or descriptive you believe these statements are of most other people, using the answer code given below. When you have rated the thoughts, complete the next questions for the situation using the response options given with the question. Then, indicate how characteristic or descriptive you believe the listed sets of feelings are of most other people in that situation, again using the answer code given below.

Before beginning, please fill in your age and sex in the appropriate space on the IBM answer sheet. Do <u>not</u> put your name on the answer sheet, but code in the <u>last four</u> digits of your Social Security number in the <u>first</u> four spaces provided for identification number on the IBM sheet. These four digits will serve as your identification number for this experiment. All answers should be coded on the IBM sheet. The thoughts, questions, and feelings in each situation are numbered consecutively to correspond to the answer spaces on the IBM sheet. Please note that the IBM answer spaces are numbered across the page.

Remember, read each situation carefully and imagine the situation as vividly as possible. Be sure to rate <u>all</u> the thoughts and feelings and to answer all the questions.

Answer Code

5 Quite characteristic or descriptive of most other people

4 Characteristic or descriptive of most other people

3 Neither characteristic/descriptive nor uncharacteristic/nondescriptive of most other people

2 Uncharacteristic or nondescriptive of most other people

1 Quite uncharacteristic or nondescriptive of most other people

Tear off the direction sheet so that you can have the Answer Code in front of you as you rate the thoughts and feelings.

Situation 1

Person X has been working for a large company for three years and has received a raise in salary every six months for the first two years, but has yet to receive one this year. X believes that she/he has been doing good work and has received no criticism from the supervisor, who is usually pleasant. X decides to see the supervisor and request a raise. The supervisor is not sympathetic, notes that X seems to have trouble working at the level of efficiency of other employees, and turns down the request.

In this situation most other people would think:
(use the answer code to rate each numbered set of thoughts)

1. Who does he think he is? I do my job as good as anybody else. He's never done anything for me! I just might quit!

2. Perhaps I have been slacking off lately. I guess it shows more than I thought. If I want a raise, I'll have to put more effort into my work.

3. I've really done a lousy job. I've let everybody down. My work just hasn't been any good. I don't think I can do any better.

4. Well, if I'm not getting a raise, I wonder who is! I bet that new fellow we just hired got one. I may see what I can find out about that.

5. Oh, no! What am I going to do? What if I lose my job! I don't know what will happen to me!

6. Did this situation seem realistic to you?

   (5) YES
   (1) NO

7. Did you respond on the questionnaire as you believe most other people would have responded in the situation?

   (5) YES
   (1) NO

In this situation most other people would feel:
(use the answer code to rate each numbered set of feelings)

8. irritated/resentful/angry

9. worried/nervous/anxious

10. suspicious/distrustful/wronged

11. concerned/determined/hopeful

12. dejected/depressed/helpless

Situation 2

Person X and his/her partner have been dating regularly for one year, but in the past two months have been having frequent arguments over petty, unimportant matters. X attempts to discuss the problem with their partner, but this only leads to more argument, with the partner finally becoming quite angry and leaving as she/he states "I'll see you around".

In this situation most other people would think:

13. That liar! I know he/she's been seeing someone else for weeks. Somehow I'll find out who it is.

14. No one cares about me. All I do is make people mad. I'm no good for anyone. I'm not even much of a person. I should give up on dating relationships.

15. He/she's got a lot of nerve! Who does she/he think she/he is, anyway? I never could stand the way he/she picked on me about petty things. Wait till I see him/her again, am I going to tell her/him off!

16. What am I going to do now? I won't have a date this weekend. What will I tell my friends? I wonder if they'll think I don't know how to keep a steady?

17. I guess it really is difficult for two people to straighten things out sometimes. I hope when we see each other again we'll be able to talk without so much conflict.

18. Did this situation seem realistic to you?

    (5) YES
    (1) NO

19. Did you respond on the questionnaire as you believe most other people would have responded in the situation?

    (5) YES
    (1) NO

In this situation most other people would feel:

20. dejected/depressed/helpless

21. concerned/determined/hopeful

22. worried/nervous/anxious

23. irritated/resentful/angry

24. suspicious/distrustful/wronged

Situation 3

Person X has entered one of his/her paintings in an art contest. X's artistic abilities have been developing for some time and X has put a lot of time and effort into this piece. Further, if X should win a 1st or 2nd prize in the contest, then X will be invited to have a showing of his/her other works. After the judging, X finds that his/her painting has not even received an honorable mention.

In this situation most other people would think:

25. I'm no artist. I thought I could paint but I can't. I can't even win a little local contest. I'll never amount to anything in art.

26. Not even a mention! They have some nerve - after all the work I did. They don't know a good painting when they see one. See if I enter their dumb show again!

27. I wonder why those other people won? What did they have? I bet they are friends of the judges. People should be told about the favoritism that's going on here.

28. I wish I had done better, but the competition was really stiff. I still think my work is good and with a little more persistence, I will do better in the next contest.

29. I never should have shown my painting. I've made such a fool of myself! Why did I have to go and enter the contest? How can I show my face around these people again?

30. Did this situation seem realistic to you?

    (5) YES
    (1) NO

31. Did you respond on the questionnaire as you believe most other people would have responded in the situation?

    (5) YES
    (1) NO

In this situation most other people would feel:

32. suspicious/distrustful/wronged

33. concerned/determined/hopeful

34. worried/nervous/anxious

35. irritated/resentful/angry

36. dejected/depressed/helpless

Situation 4

Person X has volunteered to serve on a community committee interested in developing local recreation programs. This is X's first attempt at getting involved in community activities and X is looking forward to meeting and working with the other members. During the week, X receives a call from the chairperson of the committee, who tells X that the committee as it now stands is too large for effective discussion, and that although they appreciate X's interest, asks that X not serve on the committee.

In this situation most other people would think:

37. Well, they've got a lot of nerve! I went out of my way to help out their committee. I'll think twice before I volunteer for anything again!

38. The committee isn't that large; I don't think that's the real reason. I bet they heard something about me and just didn't want me around. I'm going to keep an ear out for what they're saying about me.

39. I think it's a good idea to limit the committee to an effective size. Maybe I'll call them back and see if there is another committee that might need more members.

40. They really didn't want me on the committee. I don't fit in here. I shouldn't have volunteered in the first place. Why keep on trying, I don't have anything to contribute?

41. I don't know how I'm going to become part of this community! I've been left out again. They'll never accept me and I'll never have any friends here!

42. Did this situation seem realistic to you?

    (5) YES
    (1) NO

43. Did you respond on the questionnaire as you believe most other people would have responded in the situation?

    (5) YES
    (1) NO

In this situation most other people would feel:

44. concerned/determined/hopeful

45. worried/nervous/anxious

46. suspicious/distrustful/wronged

47. irritated/resentful/angry

48. dejected/depressed/helpless

Situation 5

Person X's spouse is having some difficulties getting along with his/her boss at work. X's spouse comes home each day and explains it all to X and asks for suggestions about what to do. X isn't in the situation and doesn't know what to suggest. X's spouse says that X just doesn't care and that X is unable to understand the difficulties she/he is faced with.

In this situation most other people would think:

49. Maybe I haven't taken his/her concerns seriously enough. We need to talk about this some more and I'll try to understand the situation and make some suggestions.

50. What am I going to do! She/he could lose this job and everything. We really need the money, I've got to think of something!

51. Am I supposed to solve everything? If he/she had any initiative she/he would take care of these things and not hassle me with them. I'm not going to listen to this anymore!

52. All I do is let her/him down. I never seem to be able to help. I can't seem to do anything for anyone.

53. Always complaining! I wonder what she/he's been doing all the time he/she's supposed to be working? I'll have to think of a way to check up on what's going on down there.

54. Did this situation seem realistic to you?

    (5) YES
    (1) NO

55. Did you respond on the questionnaire as you believe most other people would have responded in the situation?

    (5) YES
    (1) NO

In this situation most other people would feel:

56. worried/nervous/anxious

57. dejected/depressed/helpless

58. irritated/resentful/angry

59. suspicious/distrustful/wronged

60. concerned/determined/hopeful